



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
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MEDIA ADVISORY

FOR IMMEDIATE RELEASE: Sept. 14, 2001

OLYMPIA — The Washington Higher Education Coordinating Board (HECB) will meet Monday, Sept. 17, via conference call to discuss items originally scheduled for action at a Sept. 12 meeting in Pullman.

Because of national issues earlier this week, the board cancelled that meeting. But the board will take action on two resolutions Monday at 9 a.m. at the HECB offices.

One of the items addresses teacher-training pilot projects at Washington's public colleges and universities.

Board members plan to act on the recommendations of an advisory group that recently reviewed competitive grant proposals for new teacher training programs submitted by several of the state's community and technical colleges and four-year universities. The board hopes to use a \$300,000 appropriation in the state budget to support at least two new pilot projects during the 2001-03 biennium. The grant program began in 1999 as a legislative initiative to stimulate innovation in the recruitment and training of K-12 teachers. The initial pilot projects were undertaken by Western Washington University and the University of Washington Bothell, in partnership with Cascadia Community College.

The HECB also will hear a presentation on staff's collaborative work with the four-year universities to meet the Legislature's expectation for information related to student progress and achievement and other higher education accountability information.

The conference call will begin at 9 a.m. and is open to the public. Briefing materials for the two items are attached.

Who: The Washington Higher Education Coordinating Board

What: Sept. 17 conference call meeting

Where: Washington Higher Education Coordinating Board
917 Lakeridge Way SW
Olympia, WA 98504

When: Monday, Sept. 17
9 a.m.

For more information: Barbara Dunn, 360-753-7817 or via email at barbarad@hecb.wa.gov

Washington State Higher Education Coordinating Board

Teacher-Training Pilot Program Grants

September 2001

BACKGROUND

RCW 28B.80.620 authorizes the Higher Education Coordinating Board (HECB) to administer a competitive grant program to expand or create collaborative teacher-training and recruitment programs through Washington public high schools, community colleges, and four-year institutions. The 2001-03 state operating budget includes a total of \$300,000 for competitive grants to support the teacher-training pilot program.

For the 1999-2001 Biennium, the HECB approved two proposals:

- Western Washington University, Everett Community College, Skagit Valley Community College, Whatcom Community College Teacher-Training Pilot Program in Collaboration with Bellingham, Blaine, Everett, and Sedro-Woolley School Districts – \$149,966 for the 1999-2001 Biennium. This proposal focused on developing a coordinated approach to training teachers for the K-12 system.
- University of Washington Bothell, Teacher-Training Pilot Program, in Collaboration with Cascadia Community College District and Northshore and Lake Washington School Districts – \$144,698 for the 1999-2001 Biennium. This proposal focused on establishing a teacher-training program that combines early identification of prospective teachers at the high schools, preparatory experiences at the community college, and culminating course work and field experiences at the university.

Later this year, HECB staff will present a report on the outcomes of these initial pilot programs.

For the 2001-03 Biennium, the HECB issued a request for proposals (RFP) that solicited new pilot projects and invited the 1999-2001 grant recipients to apply for up to \$25,000 during FY 2002 to enable these institutions to complete their work in the new programs.

GRANT PROPOSAL REVIEW AND APPROVAL PROCESS

In July 1999, the HECB adopted *Resolution 99-27*, which outlined the process to review and approve proposals for the teacher-training pilot program grant. In accordance with *Resolution No. 99-27*:

- HECB staff distributed the RFP for the Teacher-Training Pilot Program on July 17, 2001, to the public two-and-four-year colleges and universities. The RFP also was distributed to the

independent baccalaureate institutions, because a public institution could invite them to be a partner in the teacher-training pilot program.

- By August 24, six proposals arrived — one from a community college and five from the public four-year institutions. Washington State University did not submit a proposal. WSU is working with a multi-million dollar federal teacher-training grant.
- On September 5, a review committee of representatives from K-12 and two- and four-year institutions, the private baccalaureate institutions and HECB staff reviewed and ranked the proposals. Organizations represented on the review committee included the state Professional Educator Standards Board, the state Community and Technical College system, the Office of the Superintendent of Public Instruction and the State Board for Education.

REVIEW COMMITTEE RECOMMENDATIONS

Of the six proposals received, the review committee recommends funding three proposals, described below.

- **University of Washington, Bothell Teacher-Training Pilot Program Extension: The Teaching Link in Collaboration with Cascadia Community College District -- \$20,000 for FY 2002.**

This proposal focuses on creating additional pathways from local high school teaching academies through local community colleges into the UW Bothell Education Minor and Teacher Certification Program.

Three outcomes are expected as a result of this project:

1. Follow-up with students who completed the Cascadia education courses to determine how those courses have influenced their interests in teaching;
2. Establish teacher preparation program articulation agreements with Shoreline and Bellevue Community College; and
3. Develop additional contacts with high school teaching academies.

- **Green River Community College Teacher-Training Pilot Program: Project LINK – Linking the EALRs to Their Related Content Course in Teacher Preparation – in Collaboration with Project TEACH Partner Schools and Colleges -- \$141,481 for the 2001-2003 Biennium.**

This proposal focuses on creating a model teacher preparation program for two-year college students. In this program, prospective teachers gain knowledge of and experience with

Washington's Essential Academic Learning Requirements (EALRs) in humanities, social sciences and wellness.

Five outcomes are expected as a result of this project:

1. Provide exposure to all of the EALR areas to pre-service teachers in their first two years of college;
 2. Create learning modules for future teachers that allow them to explore the EALRs while taking content courses;
 3. Help all college instructors understand the specific needs of prospective teachers and their need to be familiar with the EALRs early in their education;
 4. Create a campus-wide Teacher Preparation Advisory Committee that will serve as a long-term planning and implementation body for teacher preparation; and
 5. Create a model that any community college or four-year institution could use to help future teachers explore the EALRs while taking general education courses.
- **Western Washington University Teacher-Training Pilot Program: Pathways to Careers in Teaching Phase II in Collaboration with Everett, Whatcom, and Skagit Valley Community Colleges – \$138,519**

This proposal focuses on three areas: development and articulation of programs and courses in subject areas where teacher shortages exist, such as math, science, and special education; distribution of information about teacher preparation programs to a diverse group of prospective students; and integration of the Essential Academic Learning Requirements (EALRs) into general college requirement courses.

Four outcomes are expected as a result of this project:

1. Reduced time-to-degree at the baccalaureate institution for students transferring from community colleges;
2. Design of at least two lower-division courses thematically linked to the state student learning goals and essential learning requirements;
3. Articulation of a course for high school students interested in teaching careers between high school and community college partners; and
4. Establishment of effective student recruitment and advising systems with a focus on students of color.

The review committee recommendations to the HECB are embodied in *Resolution No. 01-31*, which appears below.

NEXT STEPS

Following the HECB's approval action, interagency agreements between the HECB and the institutional grant recipients will be written, outlining the terms under which the grants are provided, including details such as assessment and reporting requirements. The HECB executive director and the chief financial officers at the grant-receiving institutions will sign these agreements.

The first-year grant funds for the teacher education pilot programs will become available as soon as the interagency agreements are signed. Second-year grant funds will become available as soon as possible after July 1, 2002.

HECB staff will contact all of the institutions that applied for teacher-training pilot program grants to discuss the rationale for the review committee's recommendations and the HECB's decisions.

RESOLUTION NO. 01-31

WHEREAS, The Governor and the Legislature have appropriated \$300,000 for the 2001-2003 Biennium to the Higher Education Coordinating Board for competitive grants to develop coordinated, innovative programs of teacher training; and

WHEREAS, The Board, via *Resolution 99-27*, adopted a process for review and approval of the teacher-education pilot program grant proposals; and

WHEREAS, The Board staff and external experts in the field have evaluated the 2001-2003 grant proposals in accordance with the adopted process, and recommend funding the following teacher-education pilot programs:

1. University of Washington, Bothell Teacher-Training Pilot Program extension: The Teaching Link in Collaboration with Cascadia Community College District;
2. Green River Community College Teacher-Training Pilot Program: Project Link – Linking the EALRs to Their Related Content Course in Teacher Preparation – in Collaboration with Project Teach Partner Schools and Colleges; and
3. Western Washington University Teacher-Training Pilot Program: Pathways to Careers in Teaching Phase II in Collaboration with Everett, Whatcom, and Skagit Valley Community Colleges.

NOW, THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington, Bothell teacher-training pilot program extension in the amount of \$20,000 for FY 2002; the Green River Community College teacher-training pilot program in the amount of \$141,481 for the 2001-2003 Biennium; and the Western Washington University teacher-training pilot program in the amount of \$138,519 for the 2001-2003 Biennium.

Adopted:

September 17, 2001

Attest:

Bob Craves, Chair

Gay Selby, Vice Chair

Washington State Higher Education Coordinating Board

Guidelines for Higher Education Accountability Plans

September 2001

Executive Summary

As the state moves into the third biennium of an accountability system with goals and performance measures, it is critical to monitor the impact of these initiatives on students. The guidelines for the 2001-03 Biennium offer institutions the flexibility to develop strategies to address the needs of particular groups of students and to propose challenging targets on the performance measures mandated by the Legislature.

Authority for these guidelines is contained in the Operating Budget for the 2001-2003 Biennium (*Engrossed Substitute Senate Bill 6153, Section 601*):

“Each institution receiving appropriations under sections 604 through 609 of this act shall submit a biennial plan to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goal. The plans, to be prepared at the direction of the higher education coordinating board, shall be submitted by August 15, 2001. The higher education coordinating board shall set biennial performance targets for each institution and shall review actual achievements annually. Institutions shall track their actual performance on the statewide measures as well as faculty productivity, the goals and targets for which may be unique to each institution. A report on progress toward statewide and institution-specific goals, with recommendations for the ensuing biennium, shall be submitted to the fiscal and higher education committees of the legislature by November 15, 2003.”

Due to the short time between the effective date of the operating budget and the due date for the institutions' plans, agency staff requested and received an extension of the deadline for submission of the plans to October 10, 2001.

These guidelines set the framework for the Accountability Plans due October 10, from each of Washington's six public baccalaureate institutions. After receiving and reviewing these accountability plans, the Higher Education Coordinating Board (HECB) at its October 30 meeting, will set biennial intermediate performance targets for each institution for each of the four statewide accountability measures.

2001-2003 Accountability Plans

The accountability plans should be divided into two parts:

Part I. Strategies Implemented in 1999-2001

This section should summarize each institution's experience during the previous biennium through a brief description of the strategies used to affect the performance measures. These descriptions should provide the context needed to understand the strategies and targets proposed for the 2001-03 Biennium.

Part II. Baselines, Measures, Targets, and Strategies

This section should set baselines for institutional performance on both the statewide and institution-specific measures, propose challenging intermediate targets on all of the performance measures, and discuss institutional strategies for moving toward these targets and the statewide goals in the 2001-2003 Biennium.

1. **Baseline:** The baseline from which to assess “*measurable and specific improvement*” should be calculated on the basis of *the average of fiscal years 1997, 1998, and 1999*.
2. **Statewide performance measures:** The 2001-03 Appropriations Act maintained the statewide performance measures set in 1997. It also specified faculty productivity as an additional performance measure and indicated that institutions may set their own measures of and targets for faculty productivity. Institutions should continue the measures of faculty productivity used in their 1999-01 accountability plans or, where appropriate, refine those measures. The HECB expects that institutions will provide compelling reasons for changing their faculty productivity measures.
3. **Institution-specific measures:** As part of their “continuing effort to make meaningful and substantial progress,” institutions should continue to use and, where appropriate, refine the institution-specific measures of performance used in their 1999-01 accountability plans. The HECB expects that institutions will provide compelling reasons for changing their institution-specific performance measures.
4. **Statewide goals:** Institutions’ plans should continue to strive toward these performance goals:

<i>Accountability measure</i>	<i>Long-term performance goal:</i>
a. Undergraduate graduation efficiency index	
For students beginning as freshmen	95%
For transfer students	90%
b. Undergraduate student retention:	
Research universities	95%
Other public four-year institutions	90%
c. Five-year graduation rate	
Research universities	65%
Other public four-year institutions	55%
d. Faculty productivity	Institution-specific
e. Optional institution-specific measures	Institution-specific

5. **Intermediate targets and measurable and specific improvement:** Each institution shall propose challenging intermediate targets on all of the performance measures, and may introduce targets to address improvements in performance measures for particular groups of students (e.g., retention of

freshmen). Institutions shall report annually on their progress toward these targets and progress toward the statewide performance goals.

6. **Strategies for the 2001-2003 Biennium:** Each institution should describe initiatives for the current biennium aimed at improving institutional performance on the statewide and institution-specific measures.
7. **HECB approval:** Staff will review institutions' proposed plans and work with institutions to resolve any questions. Plans should go forward to the Board for approval at the October 30, 2001 meeting.
8. **Annual report:** Annual reports to the Board describing achievement of the performance targets are due November 1 of each year. The reports should present the data and analyze the effect of the strategies implemented to date – what worked and didn't work, and why.

RESOLUTION NO. 01-30

WHEREAS, The Washington Legislature required institutions to prepare accountability plans at the direction of the Higher Education Coordinating Board and submit them to the Board by August 15, 2001; and

WHEREAS, The institutions have been granted an extension of this deadline to October 10; and

WHEREAS, The Higher Education Coordinating Board has prepared guidelines to help the institutions prepare accountability plans that will describe each institution's strategies for making meaningful and substantial progress toward the achievement of the Legislature's long-term performance goals;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts these guidelines for the 2001-2003 Accountability Plans; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board encourages institutions to identify student learning outcomes in all undergraduate academic programs, develop assessment projects in the areas of writing, quantitative skills, and technological literacy, and to report annually on their progress in those areas.

Adopted:

September 17, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary